



**2019-2021 Public Charter School Program Start-Up Grant (Subchapters D and E)**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, January 31, 2019**

NOGA ID

Authorizing Legislation

**P.L. 107-110, ESEA, as amended by NCLB, Title V, Part B, Subpart 1; TEC, Chapter 12**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from

**April 1, 2019 – February 28, 2021**

☒ Pre-award costs are not permitted.

**Required Attachments**

Attachment 1: Federal Definition of a Public Charter School

Application stamp-in date and time

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**Amendment Number**

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

**Applicant Information**

Organization **Harmony Public Schools** CDN **101-858** Vendor ID **76-0615245** ESC **04** DUNS **085187438**

Address **7047 Greenhouse Road** City **Cypress** ZIP **77433** Phone **713-343-3333**

Primary Contact **Azem Cure** Email **acure@harmonytx.org** Phone **713-343-3333**

Secondary Contact **Minh Baca** Email **mbaca@harmonytx.org** Phone **713-343-3333**

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> NCLB Provisions and Assurances requirements |

Authorized Official Name **Fatih Ay**

Title **CEO**

Email **fay@harmonytx.org**

Phone **mbaca@harmonytx.org**

Signature

Date **01/29/2019**

Grant Writer Name **Mark Namver**

Signature

Date **01/29/2019**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

RFA # **701-19-102** SAS # **419-19**

**2019-2021 PCSP Start-Up Grant (Subchapters D and E)**

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**Shared Services Arrangements**

☒ SSAs are not permitted for this grant.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Academic achievement of for ESL and special ed students with a focus on assessment and interventions with differentiation	Implementation of the core curriculum will be supported by the purposeful use of diagnostic, formative, benchmark, and summative assessments aligned to the standards. Teachers will be provided the information they need to understand the specific skills and abilities of each student, set accelerated goals, differentiate instruction, and provide timely corrective instruction to ensure student mastery.
Recruit, develop, and retain a talented workforce	To minimize the challenges, the new campus will enhance salary scale with a compensation system that rewards all staff for performance. The school will design multiple career pathways for high performing teachers. Ongoing PD will be provided for administrators and teachers to ensure they have regular support.
Build parent involvement and public support	HSA-Cypress will have a Parent web site that provides information on academic achievement and has various resources that enhance child's learning beyond school hours. Various parent events and communication tools (academic performance nights, parent teacher conferences, newsletters) will be utilized.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

85% of all students assessed will achieve Satisfactory performance in Reading/ELA in 2020 STAAR  
 85% of all students assessed will achieve Satisfactory performance in Math in 2020 STAAR  
 70% of ELL students assessed will achieve Satisfactory performance in Reading/ELA in 2020 STAAR  
 70% of ELL students assessed will achieve Satisfactory performance in Math in 2020 STAAR  
 The school (HSA-Cypress) will hold 8 parent informative meetings  
 HSA-Cypress will provide 30 hours of PD for teachers

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

Fall Measures of Academic Progress® (MAP®) will be administered to assess academic goals and student growth.  
 70% or more students will pass STAAR practice 1.  
 Students identified will be enrolled in campus intervention programs.  
 Host parent orientation and informative meetings.  
 Administer Fall parent teacher conference.  
 Student progress reports are mailed to parents.  
 Instructional staff will start receiving 30 hours or more of targeted PD in their content area.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

Winter Measures of Academic Progress® (MAP®) will be administered to assess academic goals and student growth.  
 80% or more student pass STAAR practice 2.  
 Students identified will be enrolled in campus intervention programs.  
 Host parent orientation and informative meetings.  
 Student progress reports are mailed to parents.  
 Instructional staff will continue to receive 30 hours or more of targeted PD in their content area.

**Third-Quarter Benchmark**

Host parent orientation and informative meetings.  
 Conduct annual Parent-Student survey.  
 Administer Spring parent teacher conference.  
 Student progress reports are mailed to parents.  
 Instructional staff will continue to receive 30 hours or more of targeted PD in their content area.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

Project Director will be responsible to monitor the attainment of goals and objectives of the Start-Up program. Implementation committee (Project Director, Federal Programs Director, Grant Manager, Principal) will be established.

- 1) Review of criterion-referenced student achievement data (MOY/EOY; benchmark tests) and review of criterion-referenced student achievement data of ELL & special ed students (TELPAS & MAP): All teachers will have access to most recent criterion-referenced student academic data within two weeks of school opening each year. All teachers will attend and participate in 6 hours or more PD related to data interpretation and application annually.
- 2) Review of criterion-referenced advanced performance data (MOY/EOY; benchmark tests): All teachers will have access to most recent criterion-referenced student academic data within two weeks of school opening each year. All teachers will attend and participate in 6 hours or more PD related to data interpretation and application annually.
- 3) Review of quality teacher and administrator professional development (PD): All teachers will have access to most recent criterion-referenced student academic data within two weeks of school opening each year. All teachers will attend and participate in 6 hours or more PD related to data interpretation and application annually.
- 4) Review of parental involvement (interviews and surveys) and review of criterion-referenced student achievement data (MOY/EOY; benchmark tests): PD topics will be identified within 2 month of school opening. Teachers and Administrators will be provided PD certificates. The principal will analyze teacher evaluation reports.
- 5) Review of criterion-referenced student achievement data of ELL & special ed students (TELPAS & MAP): Parental involvement meeting and parent evaluations will be tracked. Interviews with parents, teachers/staff and students will be conducted.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E) Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E) Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant provides assurance that their financial accounting system adheres to the following requirements:
  - a. accommodates the minimum 15-digit account code mandated by the FASRG;
  - b. generates information needed for PEIMS reporting; and
  - c. ensures adequate accountability of state and federal funds.

If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 6. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E), will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E) funds.
- ☒ 7. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 8. According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the applicant must meet the federal definition of a charter school (See Attachment #1). By signing Attachment #1 and submitting the application, the authorized official of the applicant organization certifies that each of the statements in the definition is true and that the applicant is in compliance with this definition. An applicant is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 9. The applicant certifies acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
- ☒ 10. The applicant provides assurance that the 1) charter approved by the commissioner of education or the 2) existing charter as approved by the applicable state authorizer and the Application for New School Designation is incorporated by reference into this grant application and addresses statutory requirements in compliance with P.L. 107-110, Title V, Part B, Subpart 1, NCLB.
- ☒ 11. The applicant provides assurance that it will comply with the Individuals with Disabilities Education Act §1413(a)(5) and §1413(e)(1)(B).

**Statutory Requirements**

1. Describe the administrative relationship between the charter school and the authorizing and/or sponsoring agency (i.e. the local board of trustees, the commissioner of education, or the charter holder board).

Harmony Public Schools, sponsoring entity of Harmony Science Academy – Cypress, is a 501 (c) (3) corporation recognized by IRS as a non-profit foundation. Harmony Public Schools is chartered with the State Board of Education (SBOE) to establish and operate open enrollment charter schools in the State of Texas. Harmony Science Academy – Cypress, like other public schools, is a part of the Texas Education Agency accountability system and accountable to the State Board of Education.

Harmony Public Schools has already developed a strong positive relationship with TEA and local school districts and regional service centers such as Houston ISD and ESC Region 4 for its Houston campuses for its Houston campuses. We will continue to collaborate with the local and State agencies after the approval of this grant.

Harmony School of Excellence (LEA) applied to the Commissioner for New School Designation (NSD) status for this new charter school.

2. Describe how the authorized public chartering agency will provide for continued operation of the school once the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E) has expired.

Start-Up program funds will be used only to supplement and, to the extent practical, increase the level of funds that would be made available from non-Federal (State and local) sources for the education of participating students.

Once the Federal start-up grant has expired, the school will continue its operation with the state and local revenues and title grants. The school mainly will be funded through foundation school program (FSP) by Texas Education Agency (TEA). This funding is available to the school based on the 6-week reports that the school reports to TEA electronically via the FSP system.

In addition, HSA-Cypress Park will participate in other federal grant programs (i.e. Federal Title Grants as per NCLB, IDEA (B) Special Education Grant) through TEA. In the past, Harmony Public Schools has been awarded State and Federal grants and successfully implemented those grant programs.

3. Describe and justify any requests for waivers of any federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

The school will not apply to any request for waivers of any Federal statutory or regular provisions.

**Statutory Requirements**

4. Describe how the grant funds will be used to accomplish the purpose, address the Quantifiable Needs, and achieve the SMART goal of the grant. Describe how the items and activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other federal programs administered by the U.S. Secretary of Education.

Harmony Science Academy – Cypress will use Start-Up grant funds in conjunction with other federal programs. The school will participate in Federal Title Grants as per NCLB and IDEA (B) Special Education Grant.

The project director will be responsible for managing the grant activities in conjunction with those of other grants so that the duplication of activities of different grants is avoided and/or eliminated, and grant activities are carried out in the most efficient manner. The following are the major grant activities:

- Supplement recruitment activities of highly qualified teachers.
- Supplement recruitment activities of quality administrative personnel including school administrators who will oversee the vital initial startup activities.
- Supplement purchasing of instructional equipment and supplies that will be necessary to build up the school structure in the first year of operation.
- Supplement essential expenditures related to direct instruction and school operation in supplies and materials (classroom furniture, office supplies) and professional and contracted services (professional development).
- Supplement programs aimed at improving technology integration into curriculum (computers, data projectors, etc.).
- Supplies and materials that do not require specific approval (Schedule 9) are essential instructional supply needs of the campus (e.g. ESL, special ed books/media, student assessment materials and various classroom furniture (desks, chairs, shelves, bulletin boards, library, science/lab furniture) and administrative office furniture)).

**Statutory Requirements**

5. Describe how the charter school that is considered a local educational agency (LEA) under state law, or a LEA in which a charter school is located, will comply with the Individuals with Disabilities Education Act §1413(a)(5) and §1413(e)(1)(B). ***Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.***

Harmony School of Excellence is considered a local education agency under Chapter 12, Subchapter D, Texas Education Code and Section 12.101 (a), Texas Education Code. The school (Harmony Science Academy – Cypress) will comply with Chapter 39, Subchapters B, C, D, and G of the Texas Education Code and related State Board of Education rules as well as the student performance accountability criteria.

Harmony Public Schools have in effect policies and procedures (as submitted to Legal Framework section of Region 18's website per TEA's requirement in the requested format) to ensure that all children with disabilities enrolled, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated in compliance with IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the ADA of 1990 as applicable to LEAs.

Harmony Science Academy – Cypress will comply with sections 613(a)(5) and 613(e)(1)(B) and §1413(a)(5) and §1413(e)(1)(B) of the Individuals with Disabilities Education Act by adhering to the legal responsibilities in the following areas:

- Child Find
- Free Appropriate Public Education

The school will hire its own staff to provide an array of Special Education Services so that children with a wide variety of learning disabilities and different education plans can be placed in a program that works for them. These services will include:

- General Education Classroom Placement in which the needs of the students with learning disabilities are met in a general education classroom. The special education teacher monitors the performance of the students periodically and supports the general education teacher outside the classroom.
- Resource Room Placement in which students spend a part of their day in general education classrooms but then participate in resource room programs for the other part of the day. Resource room will include a small number of students working with a special education teacher (or teacher aid per ARDC decision) on reading, language, math and etc.
- Special Education Inclusion in which special education students are taught in general education classroom with the collaboration of a special education teacher (or teacher aid per ARDC decision) and general education teacher for some part of the day.

Beside the instructional services that are provided, HSA-Cypress will also ensure the provision of the following related support services according to the students' needs:

- Speech and language therapy: Speech Language Pathologists will work with the students who have communication problems like articulation, language, fluency and pragmatics that affect their social interaction, literacy and learning. Students generally receive services based on their IEPs either in small groups or within the classroom setting.
- Occupational therapy: Occupational therapists will work with the students to improve their cognitive, physical, and motor skills. Students generally receive services individually or in groups depending on their IEPs.
- Physical therapy: Physical therapists will work with the students to improve their muscle control, balance and to promote sensory motor development and independence in functional mobility skills.
- Dyslexia services: For students identified with reading difficulties, a multisensory, structured language instruction in decoding, comprehension, and fluency will be provided.
- Counseling services: Counselors will work with the students to develop a positive self concept, increase self awareness, learn appropriate social skills and develop coping and organizational skills.
- Assistive technology: Assistive technology will be used by the students with disabilities in order to perform functions that are difficult or impossible for them. Assistive technology can include mobility devices such as walkers and wheelchairs, as well as hardware, software or other electronic devices.

**TEA Program Requirements**

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019–2020.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
New School Under Existing	0	104	104	78	78	52	52	0	0	0	0	0	0	0	468
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	52	Total Parents		702	Total Families		374	Total Campuses				1			

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
New School Under Existing	0	104	104	78	78	52	52	0	0	0	0	0	0	0	468
Total Staff	52	Total Parents		702	Total Families		374	Total Campuses				1			

3. Provide the number of students to be served in 2019 -2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
New School Under Existing	0	21	21	15	15	10	10	0	0	0	0	0	0	0	92
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	10	Total Parents		140	Total Families		75	Total Campuses				1			

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	Cypress-Fairbanks ISD	Dr Debbie Emery EI	101-907-154
2.	Cypress-Fairbanks ISD	Fiest EI	101-907-124
3.	Cypress-Fairbanks ISD	Hemmenway EI	101-907-151
4.	Cypress-Fairbanks ISD	Holbrook EI	101-907-106
5.	Cypress-Fairbanks ISD	Holmsley EI	101-907-121
6.	Cypress-Fairbanks ISD	Horne EI	101-907-113
7.	Cypress-Fairbanks ISD	Lamkin EI	101-907-103
8.	Cypress-Fairbanks ISD	Walker EI	101-907-137
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>			



**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☐ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☒ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text" value="Students"/>	Barrier	<input type="text" value="Gender-Specific Bias"/>
Group	<input type="text" value="Teachers"/>	Barrier	<input type="text" value="Cultural, Linguistic, or Economic Diversity"/>
Group	<input type="text" value="Others"/>	Barrier	<input type="text" value="Lack of Support from Parents"/>
Group	<input type="text" value="Students"/>	Barrier	<input type="text" value="Learning Disabilities"/>

**PNP Equitable Services**

☒ PNP Equitable Services **does not apply** to this grant.

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**Total Planning Activity Costs** (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school)

\$10,000

**Total Implementation Activity Costs** (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)

\$790,000

**Total Planning Activity Costs + Total Implementation Activity Costs**  
(This amount should match TOTAL BUDGET REQUEST)

\$800,000

**PAYROLL COSTS (6100)****BUDGET**

Principal (1)

\$8,000

Secretary (1)

\$4,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Contracted publication and printing costs for student and teacher recruitment

\$7,000

Curriculum and instructional training for teachers and coaches to assist Imp. of Harmony inst. system.

\$5,000

Contractor evaluation of the Start-Up grant program

\$9,000

**SUPPLIES AND MATERIALS (6300)**

Technology Items with acquisition price less than \$5,000 per unit cost

\$229,879

Furniture Items with acquisition price less than \$5,000 per unit cost

\$323,541

**OTHER OPERATING COSTS (6400)**

Other operating costs that do not require specific approval

\$2,000

**CAPITAL OUTLAY (6600)**

Firewall, 48-Port Managed Switch, Cabling, Camera System - IP, Paging speakers /horns System&amp;Installatio

\$146,580

Cisco VoIP phone system &amp; Installation, Wi-fi System with auxiliary apparatus &amp; Installation, Alarm System

\$65,000

**TOTAL BUDGET REQUEST** \$800,000